



St Oswald's Catholic Primary School

Year Spring Overview 2020 -2021

<u>Subject Area</u>	<u>Spring</u>
<u>English</u>	<p style="text-align: center;"><u>Traditional and Fair Tales</u></p> <p style="text-align: center;">Write a class story with a familiar setting and event/s drawing on ideas from reading. Use role-play to generate ideas before developing through modelled and shared composition. Independently write own version. Plan, draft, edit and review the story. Produce and publish stories with familiar settings, applying all the learning from the block.</p> <p style="text-align: center;"><u>Recounts</u></p> <p style="text-align: center;">Write a recount of an experience the child has had, first through modelled and then through shared composition. Independently write recounts from other experiences using a variety of time words in chronological order. Plan, draft, edit and review the recount using 1st person Produce and publish instructions, applying all the learning from the block.</p> <p style="text-align: center;"><u>Instructions</u></p> <p style="text-align: center;">Follow a set of verbal instructions. Use imperative verbs. Use time words. Give verbal instructions, Write a set of instructions.</p>
	<p style="text-align: center;"><u>Information texts</u></p> <p style="text-align: center;">Write a piece of information for an object or picture, first through modelled and then through shared composition. Independently write a definition for an object or picture. Plan, draft, edit and review Produce and publish, applying all the learning from the block.</p> <p style="text-align: center;"><u>Poetry- Pattern and Rhyme</u></p>

	<p>Generate and discuss effective words for describing the experience. Children independently write a patterned poem based on one read during the immersion phase, first through modelled and shared composition. Plan, draft, edit and review the poem. Produce and publish patterned poems that rhyme and follow a pattern, applying all the learning from the block.</p> <p style="text-align: center;"><u>Using a dictionary,</u></p> <p>Understanding the lay out of a dictionary. Use alphabetical order. Locate words and their meanings using a dictionary.</p>
<u>Mathematics</u>	<p style="text-align: center;"><u>Shape</u></p> <p>Recognising 2D and 3D shapes, telling the difference between regular and irregular polygons</p> <p style="text-align: center;"><u>Number (Place value within 20)</u></p> <p>Count forwards and backwards within 20 and write numbers in numerals within 20. Tens and ones. Count one more and one less. Compare objects and numbers. Order groups of objects. Order numbers.</p> <p style="text-align: center;"><u>Number (addition and subtraction within 20)</u></p> <p>Add by counting on. Find and make number bonds. Add by making 10. Subtraction crossing 10. Related facts. Compare number sentences.</p> <hr/> <p style="text-align: center;"><u>Number (place value within 50)</u></p> <p>Numbers to 50, Tens and ones, represent numbers to 50, one more and one less, compare numbers and objects, order numbers within 50 count in 2s and 5s</p> <p style="text-align: center;"><u>Measurement (Length and height)</u></p> <p>Compare length and height. Measure length. Recognise correct unites for measuring length (cm, mm. m)</p> <p style="text-align: center;"><u>Measurement (Weight and volume)</u></p> <p>Introduce weight and mass, measure and compare mass, introduce capacity and volume, measure and compare capacity</p>
<u>Science</u>	<p style="text-align: center;"><u>Everyday materials</u></p> <p style="text-align: center;"><u>Big Question - What materials can you see when we walk around our school and how they are used?</u></p>

	<p>Pupils will explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties.</p> <p>Pupils should explore and experiment with a wide variety of materials including for example: brick, paper, fabrics, elastic, foil.</p> <p style="text-align: center;"><u>Plants</u></p> <p style="text-align: center;"><u>Big Question - Can you draw and label the main parts of a plant?</u></p> <p>Pupils will use the local environment throughout this topic to explore and answer questions about plants growing in their habitat. Where possible, they will observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures.</p>
<u>History</u>	<p style="text-align: center;"><u>How has childhood changed in the last hundred years?</u></p> <p>As Historians, the children will be investigating childhood in the past. We will developing an awareness of the past, exploring how life has changed and developed. We will use a wide vocabulary of everyday historical terms.</p>
<u>Geography</u>	<p style="text-align: center;"><u>Where is Liverpool/ Old Swan in UK?</u></p> <p>The children will learn about their local area Old Swan this will include a walk around Old Swan. This will develop to look at wider area – UK. Human / physical features of Liverpool</p>
<u>Computing</u>	<p style="text-align: center;"><u>Can I programme a set of instructions?</u></p> <p style="text-align: center;"><u>Computing- Unplugged Algorithms- Understanding & building a basic algorithm</u></p> <p>Give instructions to a friend and follow their instructions to move around a space. Begin to predict what will happen for a short sequence of instructions Understand what an algorithm is and be able to create a simple algorithm. -Begin to use software or applications to create movement and patterns on a screen</p> <hr/> <p style="text-align: center;"><u>Can I create and save digital media?</u></p> <p style="text-align: center;"><u>Computing- Presenting information using photos and text</u></p> <p>To produce a range of digital media including photographs, images, text and sound.</p>

<p><u>Art</u></p>	<p><u>Can you create a cityscape of Liverpool?</u></p> <p>Children to observe familiar cityscapes and attempt to replicate them using line drawings; use brushes, sponges and rollers of varying thickness and texture to create own cityscape; create regular and irregular patterns with buildings in a skyline; look at local artist Tula Moon and use materials of varying textures to create a collage landscape; and use complimenting and contrasting colours to convey time or weather in a cityscape.</p>
<p><u>Design Technology</u></p>	<p><u>Cooking and Nutrition</u></p> <p><u>Can you identify where our food comes from?</u></p> <p>Focusing on: Where food comes from – looking at food they eat. Children will make simple dishes – including fruit kebab / salad / sandwich Farm to fork will be used as a teaching point – with visit to Tesco arranged</p>
<p><u>Music</u></p>	<p><u>Sing songs and rhythms</u></p> <p>_Play untuned instruments to simple rhythms Perform as part of an ensemble</p>
<p><u>PSHCE</u></p>	<p><u>Feelings and emotions</u></p> <p><u>Big question: Why are feelings important to us?</u> Recognising feelings in self and others; sharing feelings</p> <p><u>Created to Love God</u></p> <p><u>Big question: How am I created to love others?</u> Exploring our relationship with others. Building on the understanding that we have been created out of love and for love. Learning strategies for developing healthy relationships and keeping safe.</p>
<p><u>PE</u></p>	<p><u>Dance</u></p> <p>Translate ideas into a dance Perform dances with an awareness of rhythm on their own or in a group. Exploring space. Use different parts of body singly</p>

	Repeat short dances
	<p style="text-align: center;"><u>Gymnastics</u></p> <p style="text-align: center;">_Select appropriate actions and consolidate simple ideas, Evaluate their work and recognise how their work can be improve Using apparatus vary different heights Using space safely Use vocab such as rolling, travelling, climbing</p>
<u>Games</u>	<p style="text-align: center;"><u>Matball</u></p> <p style="text-align: center;">Perform the basic skills needed for the games with control and some consistency, Send a ball in the direction of others. Pass the ball to someone else.</p>
	<p style="text-align: center;"><u>Netball / Basketball</u></p> <p style="text-align: center;">_keep possession and control of the ball Aiming at a target. Send a ball in the direction of others. Take part in opposed conditioned games. Be able to basically describe what they are doing</p>
<u>Spanish</u>	<p style="text-align: center;"><u>Can I say the letter sounds of the Spanish alphabet?</u></p> <p style="text-align: center;">To know the letter and vowel sounds of the Spanish alphabet. To be able to recognise the correct pronunciation of some graphemes and apply these to some Spanish words.</p>